



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 11481381
SAU: Sanford School Department
School: Willard School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 5

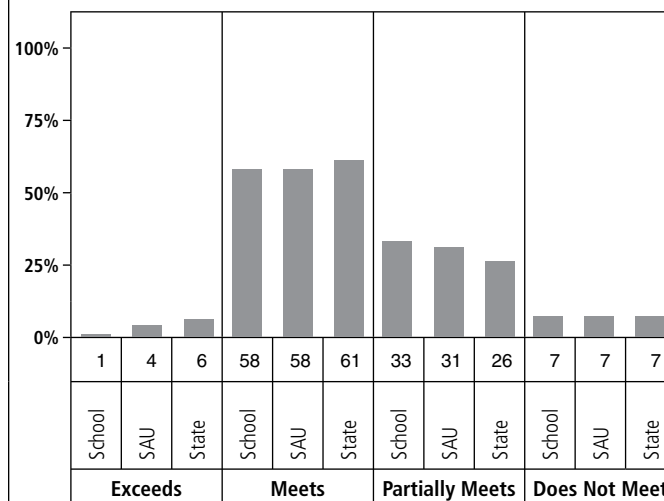
SAU: Sanford School Department

School: Willard School

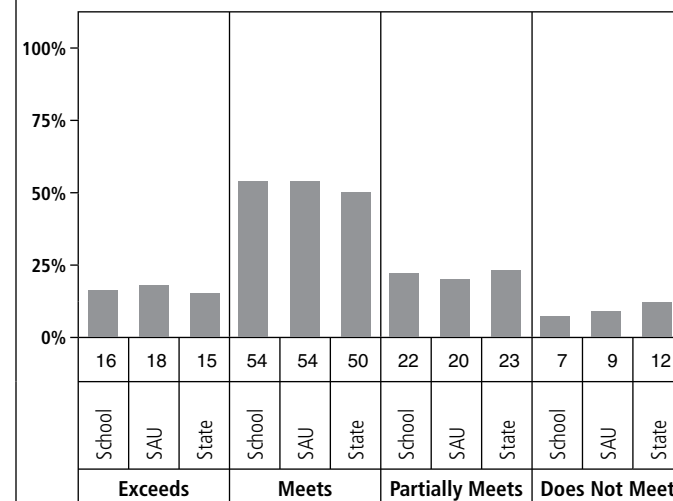
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	543	543	544
2007–2008	543	543	545
2008–2009	544	545	546
Cum. Avg.*	543	544	545
Mathematics			
2006–2007	548	548	546
2007–2008	547	547	546
2008–2009	548	548	547
Cum. Avg.*	548	548	546
Science			
2008–2009 **	542	542	543

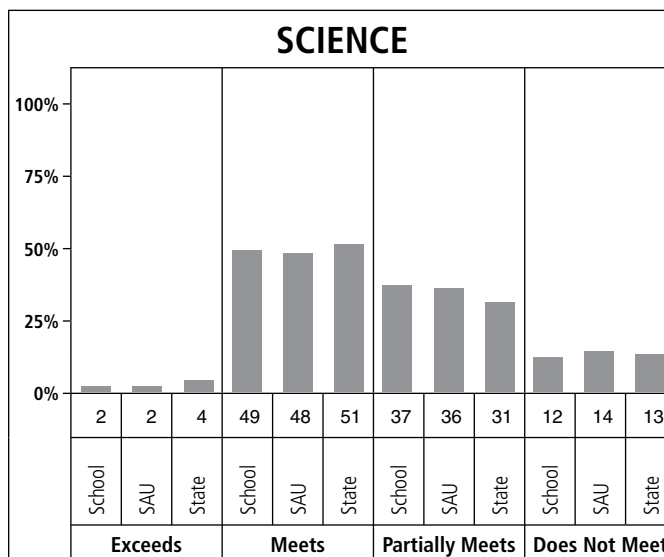
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: Sanford School Department
School: Willard School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total number of students	161	100	224	100	14212	100	161	100	224	100	14135	100	161	100	224	100	14144	100	161	100	224	100	14137	100
Ethnicity African American/Black	3	2	5	2	397	3	3	100	5	100	388	98	3	100	5	100	393	99	3	100	5	100	389	98
American Indian or Native Alaskan	1	1	2	1	110	1	1	100	2	100	110	100	1	100	2	100	110	100	1	100	2	100	110	100
Asian or Pacific Islander	6	4	6	3	259	2	6	100	6	100	253	98	6	100	6	100	258	100	6	100	6	100	257	99
Hispanic	3	2	3	1	175	1	3	100	3	100	172	99	3	100	3	100	172	99	3	100	3	100	173	99
Caucasian/White	148	92	208	93	13271	93	148	100	208	100	13212	100	148	100	208	100	13211	100	148	100	208	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	28	17	48	21	2479	17	28	100	48	100	2454	100	28	100	48	100	2455	100	28	100	48	100	2451	99
Current LEP	8	5	8	4	374	3	8	100	8	100	359	96	8	100	8	100	370	99	8	100	8	100	366	98
Economically disadvantaged	89	55	120	54	5848	41	89	100	120	100	5815	100	89	100	120	100	5819	100	89	100	120	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	128	80	168	75	10849	76	129	80	169	75	10872	76	128	80	170	76	10976	77
Identified disability (PET/IEP)	6	5	6	4	298	3	6	5	6	4	307	3	6	5	8	5	338	3
LEP	3	2	3	2	170	2	3	2	3	2	169	2	3	2	3	2	177	2
504 plan	1	1	1	1	123	1	1	1	1	1	121	1	1	1	1	1	126	1
Participation with accommodations	33	20	52	23	3122	22	32	20	51	23	3124	22	33	20	50	22	3019	21
Identified disability (PET/IEP)	22	67	38	73	1992	64	22	69	38	75	2000	64	22	67	36	72	1971	65
LEP	5	15	5	10	184	6	5	16	5	10	196	6	5	15	5	10	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	6	18	9	17	907	29	5	16	8	16	886	28	6	18	9	18	826	27
Participation through alternate assessment (PAAP)	0	0	4	2	164	1	0	0	4	2	148	1	0	0	4	2	142	1
Identified disability (PET/IEP)	0	0	4	100	164	100	0	0	4	100	148	100	0	0	4	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Sanford School Department
School: Willard School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	5	3	5	2	702	5
	2007-2008	4	3	5	3	659	5
	2008-2009	2	1	8	4	836	6
	Cum. Total*	11	2	18	3	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	76	49	130	56	7730	55
	2007-2008	77	53	108	54	8195	58
	2008-2009	94	58	128	58	8495	61
	Cum. Total*	247	54	366	56	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	56	36	72	31	4182	30
	2007-2008	49	34	64	32	3800	27
	2008-2009	53	33	68	31	3667	26
	Cum. Total*	158	34	204	31	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	17	11	25	11	1419	10
	2007-2008	16	11	23	12	1362	10
	2008-2009	12	7	16	7	973	7
	Cum. Total*	45	10	64	10	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	29.4	61.3	29.9	62.3	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.4	60.0	14.7	61.3	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.0	62.5	15.3	63.8	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Sanford School Department
 School: Willard School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	161	2	1	94	58	53	33	12	7	544	220	4	58	31	7	545	13971	6	61	26	7	546
Ethnicity																						
African American/Black	3										5	0	40	40	20	540	381	2	44	31	23	540
American Indian or Native Alaskan	1										2					110	0	48	38	14	541	
Asian or Pacific Islander	6	0	0	4	67	2	33	0	0	546	6	0	67	33	0	546	252	11	58	21	11	547
Hispanic	3										3					166	4	54	32	10	543	
Caucasian/White	148	1	1	88	59	48	32	11	7	544	204	3	59	30	7	545	13062	6	62	26	6	546
Not Reported	0										0					0						
Identified disability																						
Yes	28	0	0	11	39	13	46	4	14	540	44	0	39	45	16	539	2290	0	29	47	23	537
No	133	2	2	83	62	40	30	8	6	545	176	5	63	27	5	546	11681	7	67	22	4	548
Current LEP																						
Yes	8	0	0	6	75	2	25	0	0	545	8	0	75	25	0	545	354	1	35	34	30	538
No	153	2	1	88	58	51	33	12	8	544	212	4	58	31	8	545	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	89	1	1	44	49	35	39	9	10	542	117	2	51	38	9	543	5716	2	51	35	12	542
No	72	1	1	50	69	18	25	3	4	546	103	6	66	23	5	547	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	161	2	1	94	58	53	33	12	7	544	220	4	58	31	7	545	13963	6	61	26	7	546
Gender																						
Female	77	1	1	44	57	25	32	7	9	544	113	4	62	27	7	546	6882	8	62	24	6	547
Male	84	1	1	50	60	28	33	5	6	543	107	4	54	35	7	544	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	27	0	0	8	30	15	56	4	15	538	32	0	38	47	16	539	1914	1	41	44	14	540
No	134	2	1	86	64	38	28	8	6	545	188	4	62	28	6	546	12057	7	64	23	6	547
Gifted/talented program																						
Yes	5	0	0	5	100	0	0	0	0	552	7	29	71	0	0	557	450	26	72	2	0	557
No	156	2	1	89	57	53	34	12	8	544	213	3	58	32	8	544	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Sanford School Department

School: Willard School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	2	33	3	50	1	17	541	4	0	44	33	22	540	4	2	40	34	24	540
B. less than one hour	69	0	0	65	59	38	34	8	7	543	68	3	58	32	7	544	70	6	63	26	6	546
C. one to two hours	26	2	5	26	62	11	26	3	7	546	26	5	61	28	5	546	24	7	61	26	6	546
D. more than two hours	1	0	0	1	50	1	50	0	0	542	2	0	50	25	25	541	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	27	0	0	31	70	10	23	3	7	545	27	5	64	24	7	546	36	10	67	18	5	549
B. good	55	2	2	50	57	30	34	6	7	544	53	4	59	31	6	545	47	5	62	27	6	546
C. fair	14	0	0	12	55	8	36	2	9	541	17	0	55	34	11	542	15	2	47	40	12	541
D. poor	4	0	0	1	14	5	71	1	14	537	3	0	14	71	14	537	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	38	1	2	39	64	20	33	1	2	546	37	6	60	31	2	547	31	9	65	20	5	548
B. They match some of what I have learned.	48	1	1	43	56	25	32	8	10	543	48	2	60	30	8	544	55	5	63	27	5	546
C. They match just a little of what I have learned.	11	0	0	11	61	5	28	2	11	543	12	4	56	26	15	543	10	3	45	38	14	542
D. There is no match.	3	0	0	1	20	3	60	1	20	536	3	0	14	57	29	535	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	18	0	0	14	48	11	38	4	14	543	18	0	48	38	15	542	16	3	49	32	15	542
B. about the same as my regular schoolwork	62	2	2	64	65	28	28	5	5	545	62	5	64	27	4	546	64	7	63	25	5	547
C. easier than my regular schoolwork	19	0	0	15	48	13	42	3	10	542	20	2	51	37	9	543	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	14	0	0	10	43	11	48	2	9	541	12	0	41	41	19	539	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	51	1	1	47	58	28	35	5	6	543	52	3	61	32	4	545	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	35	1	2	37	66	13	23	5	9	546	36	6	62	24	8	547	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	13	1	5	12	57	7	33	1	5	546	14	10	63	23	3	549	20	10	64	21	5	548
B. 20 minutes to an hour	62	0	0	65	66	26	27	7	7	544	61	2	65	26	7	545	56	7	65	24	5	547
C. less than 20 minutes	7	1	9	2	18	6	55	2	18	540	8	12	24	53	12	542	10	3	52	33	12	543
D. I rarely read at home.	18	0	0	15	52	13	45	1	3	542	18	0	49	44	8	542	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	35	1	2	24	44	25	45	5	9	542	30	2	46	43	9	543	25	3	53	33	11	543
B. six to ten pages	25	0	0	25	64	11	28	3	8	544	28	8	57	26	8	545	26	6	61	26	7	546
C. eleven or more pages	41	1	2	45	69	15	23	4	6	545	42	2	68	24	5	546	49	8	65	23	5	547
Optional school/SAU question																						
A.	100	0	0	2	100	0	0	0	0	548	50	0	100	0	0	548						
B.	0										25	0	0	100	0	532						
C.	0										25	0	0	100	0	532						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Sanford School Department
School: Willard School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	21	14	35	15	1711	12
	2007-2008	32	22	40	20	1617	12
	2008-2009	26	16	39	18	2119	15
	Cum. Total*	79	17	114	17	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	81	53	124	53	6778	48
	2007-2008	64	44	91	46	7284	52
	2008-2009	87	54	119	54	7046	50
	Cum. Total*	232	50	334	51	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	36	23	50	22	3884	28
	2007-2008	32	22	45	23	3341	24
	2008-2009	36	22	43	20	3193	23
	Cum. Total*	104	23	138	21	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	16	10	23	10	1683	12
	2007-2008	18	12	24	12	1778	13
	2008-2009	12	7	19	9	1638	12
	Cum. Total*	46	10	66	10	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	26.4	55.0	26.6	55.4	25.5	53.1
A. Number	18	38	10.4	57.8	10.5	58.3	9.8	54.4
B. Data	10	21	5.5	55.0	5.4	54.0	5.2	52.0
C. Geometry	10	21	4.9	49.0	5.0	50.0	4.7	47.0
D. Algebra	10	21	5.6	56.0	5.7	57.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 5

SAU: Sanford School Department

School: Willard School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	161	26	16	87	54	36	22	12	7	548	220	18	54	20	9	548	13996	15	50	23	12	547
Ethnicity																						
African American/Black	3										5	20	60	20	0	550	385	6	35	28	30	537
American Indian or Native Alaskan	1										2					110	5	42	34	20	540	
Asian or Pacific Islander	6	1	17	3	50	1	17	1	17	548	6	17	50	17	17	548	257	19	50	20	12	548
Hispanic	3										3					166	9	43	31	17	543	
Caucasian/White	148	23	16	82	55	32	22	11	7	548	204	18	55	19	9	549	13078	15	51	23	11	547
Not Reported	0										0					0						
Identified disability																						
Yes	28	1	4	11	39	8	29	8	29	538	44	2	34	32	32	536	2307	3	32	32	33	536
No	133	25	19	76	57	28	21	4	3	550	176	22	59	16	3	551	11689	17	54	21	8	549
Current LEP																						
Yes	8	2	25	4	50	1	13	1	13	549	8	25	50	13	13	549	365	5	33	30	32	536
No	153	24	16	83	54	35	23	11	7	548	212	17	54	20	8	548	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	89	12	13	43	48	25	28	9	10	545	117	11	52	26	10	545	5731	7	46	29	18	542
No	72	14	19	44	61	11	15	3	4	552	103	25	56	12	7	552	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	161	26	16	87	54	36	22	12	7	548	220	18	54	20	9	548	13988	15	50	23	12	547
Gender																						
Female	77	14	18	44	57	16	21	3	4	549	113	20	60	15	4	550	6889	14	51	23	12	546
Male	84	12	14	43	51	20	24	9	11	547	107	15	48	24	13	547	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	27	0	0	12	44	13	48	2	7	540	32	0	50	41	9	541	1918	3	39	36	22	539
No	134	26	19	75	56	23	17	10	7	550	188	21	55	16	9	550	12078	17	52	21	10	548
Gifted/talented program																						
Yes	5	5	100	0	0	0	0	0	0	572	7	100	0	0	0	574	450	64	34	2	0	564
No	156	21	13	87	56	36	23	12	8	547	213	15	56	20	9	548	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Sanford School Department

School: Willard School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	2	33	1	17	1	17	2	33	538	4	33	22	11	33	538	4	8	38	26	28	539
B. less than one hour	69	15	14	62	56	25	23	9	8	548	68	17	55	20	8	549	70	15	52	23	10	547
C. one to two hours	26	9	21	22	52	10	24	1	2	551	26	19	54	21	5	550	24	15	51	23	11	547
D. more than two hours	1	0	0	2	100	0	0	0	0	550	2	0	75	0	25	546	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	42	20	30	34	52	7	11	5	8	553	38	34	48	11	7	554	34	28	50	14	8	552
B. good	40	6	10	32	51	20	32	5	8	545	40	13	53	25	9	547	45	11	54	24	10	546
C. fair	15	0	0	14	61	8	35	1	4	544	16	0	65	29	6	543	18	3	45	33	19	540
D. poor	4	0	0	4	67	1	17	1	17	540	6	0	58	17	25	540	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	51	20	24	46	56	12	15	4	5	552	51	25	56	13	6	552	38	22	52	19	7	550
B. They match some of what I have learned.	36	6	10	29	50	17	29	6	10	545	37	14	53	23	10	547	48	12	53	24	11	546
C. They match just a little of what I have learned.	11	0	0	9	50	7	39	2	11	542	10	0	41	41	18	540	11	6	40	30	24	540
D. There is no match.	2	0	0	3	100	0	0	0	0	549	2	0	80	20	0	548	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	11	1	6	9	50	5	28	3	17	542	12	4	48	26	22	540	17	7	42	30	21	540
B. about the same as my regular schoolwork	67	16	15	58	54	26	24	7	7	548	67	17	55	21	7	549	64	15	53	23	10	547
C. easier than my regular schoolwork	21	8	24	19	56	5	15	2	6	552	21	27	56	11	7	552	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	6	1	10	4	40	4	40	1	10	545	5	9	36	36	18	543	7	6	39	27	27	539
B. 30–45 minutes	16	2	8	15	60	7	28	1	4	546	18	10	58	23	10	545	28	9	49	28	15	544
C. 45–60 minutes	24	8	21	22	56	5	13	4	10	549	19	22	54	15	10	549	41	17	53	21	9	548
D. more than 60 minutes	54	15	17	45	52	20	23	6	7	549	58	20	54	19	7	550	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	7	2	18	5	45	3	27	1	9	545	10	17	57	17	9	547	6	14	43	24	20	543
B. two or three days a week	36	8	14	31	53	15	26	4	7	547	42	14	56	22	9	547	24	17	52	21	10	548
C. two or three times each month	30	12	25	22	46	11	23	3	6	550	25	29	42	22	7	551	33	17	52	21	9	548
D. never or almost never	27	4	9	29	66	7	16	4	9	548	22	12	63	14	10	548	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	20	5	16	12	38	8	25	7	22	542	21	16	42	22	20	544	23	13	47	26	15	545
B. two or three days a week	29	5	11	27	57	12	26	3	6	548	36	19	55	18	8	550	31	17	52	21	10	548
C. two or three times each month	26	10	24	25	60	6	14	1	2	551	25	20	59	15	6	549	27	17	52	21	10	548
D. never or almost never	24	6	15	22	56	10	26	1	3	550	19	14	57	26	2	550	20	12	50	24	14	545
Optional school/SAU question																						
A.	100	0	0	1	50	0	0	1	50	539	50	0	50	0	50	539						
B.	0										25	0	0	0	100	526						
C.	0										25	0	0	0	100	526						
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Sanford School Department
School: Willard School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	3	2	5	2	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	79	49	106	48	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	60	37	79	36	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	19	12	30	14	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	28.7	59.8	28.4	59.2	29.2	60.8
D. The Physical Setting	24	50	12.9	53.8	12.8	53.3	12.9	53.8
E. The Living Environment	24	50	15.7	65.4	15.7	65.4	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Sanford School Department
School: Willard School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	161	3	2	79	49	60	37	19	12	542	220	2	48	36	14	542	13995	4	51	31	13	543
Ethnicity																						
African American/Black	3										5	0	60	20	20	541	382	2	31	32	35	535
American Indian or Native Alaskan	1										2						110	3	36	35	26	538
Asian or Pacific Islander	6	0	0	2	33	2	33	2	33	536	6	0	33	33	33	536	256	5	51	27	17	542
Hispanic	3										3						167	1	40	37	22	539
Caucasian/White	148	3	2	74	50	55	37	16	11	543	204	2	49	36	13	542	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	28	1	4	7	25	14	50	6	21	538	44	2	18	52	27	536	2309	2	29	39	29	536
No	133	2	2	72	54	46	35	13	10	543	176	2	56	32	10	543	11686	5	56	30	10	545
Current LEP																						
Yes	8	0	0	3	38	2	25	3	38	536	8	0	38	25	38	536	361	1	23	32	44	533
No	153	3	2	76	50	58	38	16	10	543	212	2	49	36	13	542	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	89	0	0	37	42	38	43	14	16	540	117	0	42	39	19	540	5729	2	42	37	20	539
No	72	3	4	42	58	22	31	5	7	545	103	5	55	32	8	544	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	161	3	2	79	49	60	37	19	12	542	220	2	48	36	14	542	13987	4	51	31	13	543
Gender																						
Female	77	0	0	40	52	28	36	9	12	542	113	0	55	35	11	543	6886	4	49	33	14	542
Male	84	3	4	39	46	32	38	10	12	542	107	5	41	37	17	541	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	27	0	0	4	15	15	56	8	30	535	32	0	19	50	31	535	1917	1	31	41	28	536
No	134	3	2	75	56	45	34	11	8	544	188	3	53	34	11	543	12078	5	55	30	11	544
Gifted/talented program																						
Yes	5	3	60	2	40	0	0	0	0	561	7	57	43	0	0	560	450	25	72	2	1	557
No	156	0	0	77	49	60	38	19	12	542	213	0	48	37	14	541	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Sanford School Department

School: Willard School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	2	33	2	33	2	33	533	4	0	44	33	22	536	4	2	37	35	25	538
B. less than one hour	69	1	1	52	47	45	41	13	12	542	68	2	47	37	14	542	70	4	53	31	12	544
C. one to two hours	26	2	5	24	57	12	29	4	10	546	26	4	51	35	11	544	24	5	51	31	12	544
D. more than two hours	1	0	0	1	50	1	50	0	0	544	2	0	50	25	25	540	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	35	0	0	31	55	18	32	7	13	542	32	0	55	30	14	541	26	7	56	26	11	545
B. good	49	3	4	37	47	30	38	9	11	543	49	5	46	34	15	543	53	4	53	31	11	544
C. fair	14	0	0	9	39	11	48	3	13	541	17	0	42	47	11	541	18	2	41	39	17	540
D. poor	1	0	0	1	50	1	50	0	0	537	2	0	25	75	0	538	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	24	0	0	24	63	8	21	6	16	542	21	2	62	22	13	542	23	5	56	28	11	544
B. They match some of what I have learned.	48	3	4	37	49	26	34	10	13	543	45	4	49	30	16	543	48	5	52	31	12	544
C. They match just a little of what I have learned.	24	0	0	14	37	21	55	3	8	541	26	0	39	50	11	541	23	4	49	33	14	543
D. There is no match.	5	0	0	3	38	5	63	0	0	544	9	0	32	58	11	540	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	30	1	2	22	48	14	30	9	20	542	30	2	48	30	21	541	23	5	48	31	16	543
B. about the same as my regular schoolwork	51	2	3	39	50	29	37	8	10	543	52	4	47	36	14	542	58	4	52	32	12	543
C. easier than my regular schoolwork	19	0	0	15	50	15	50	0	0	543	18	0	54	46	0	544	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	27	1	2	19	45	18	43	4	10	542	20	2	47	42	9	542	33	5	51	31	14	543
B. a few times a week	46	1	1	37	52	24	34	9	13	542	48	2	50	35	13	542	45	4	52	32	11	544
C. once a week	3	0	0	2	40	3	60	0	0	546	7	0	44	38	19	541	8	4	50	30	16	542
D. a few times a month	24	1	3	18	47	14	37	5	13	543	24	4	46	35	15	542	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	23	2	6	19	53	11	31	4	11	544	30	5	47	32	17	542	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	31	0	0	18	37	22	45	9	18	539	26	0	35	46	19	539	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	23	0	0	21	58	13	36	2	6	545	23	2	59	31	8	544	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	24	1	3	19	50	14	37	4	11	543	20	2	52	36	9	543	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	60	2	2	45	47	37	39	12	13	542	56	2	46	40	12	542	47	4	51	32	12	543
B. a few times a month	20	0	0	20	63	9	28	3	9	544	21	2	60	29	9	544	27	5	54	30	11	544
C. once a month	8	0	0	2	17	8	67	2	17	536	9	0	30	45	25	537	10	5	49	30	15	543
D. never or almost never	12	1	5	10	53	6	32	2	11	543	15	6	47	28	19	541	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	55	1	1	45	52	30	34	11	13	542	50	1	52	34	13	542	46	4	52	32	12	543
B. a few times a month	26	1	2	24	59	14	34	2	5	545	29	3	51	37	10	543	28	5	53	30	12	544
C. once a month	10	0	0	3	19	8	50	5	31	535	11	4	30	39	26	538	11	4	47	34	15	542
D. never or almost never	9	1	7	5	33	8	53	1	7	543	11	4	35	43	17	540	15	4	50	30	16	542
Optional school/SAU question																						
A.	100	0	0	0	0	2	100	0	0	535	50	0	0	100	0	535						
B.	0										25	0	0	0	100	506						
C.	0										25	0	0	0	100	528						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number